

Ideal for a single session



What's achievable

- To respond to music in creative ways
- To maintain a steady pulse
- To follow simple musical instructions



What you need

Box; musical instruction cards



Key vocabulary

Action; copy; pulse

This game will introduce children to the idea of following **musical instructions** by responding to **pictorial notation** and can be used with any of the song choices.

Once the class is familiar with the song, place a **box containing some pictorial musical instruction cards** (e.g. tap head, hum, click tongue, pat knees, wave arms, move hips, march to the beat) in the centre of the circle of children. One child chooses a card and performs the action according to the instruction on the card.

The other children copy this, **tapping to the pulse of the music**. At a given signal, another child is chosen to pick a card and the game continues.



Step It Up!

Develop this into a **body beat percussion composition** by sequencing the cards in a chosen order (e.g. tap head, wave arms, move hips), performing the given actions to the pulse.

Point to the pictures to indicate when the children should move on to the next action or you could **ask a child to be the conductor** and do this job! Experiment with the sequence of the cards to create different compositions, and have fun performing them as a class.

Once the children have gained confidence, ask them to work in small groups to create their own **body beat compositions** by sequencing their cards and performing the given actions to the pulse. The class could also devise their own actions and body sounds to use in their compositions.

ASSESSMENT SUGGESTIONS

- Can they perform a sequence of actions to the pulse?
- Can they sing songs with an awareness of pulse?
- Can they follow simple notation (e.g. pictorial)?

Inter-related Dimensions of Music

RHYTHM PULSE

National Curriculum coverage for Music

SING LISTEN NOTATION COMPOSE